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ABSTRACT

This document presents a list of general skills for a school library skills curriculum. It is recommended that the skills be adapted for individual schools, age groups, and skill levels as are deemed appropriate by teachers and media personnel when planning and instituting a library skills curriculum. Skills and activities/objectives are reported for each of four major grade level divisions: kindergarten-grade 3, grades 4-6, grades 7-9, and grades 10-12. Within each of the first three grade level divisions, general activity suggestions are made in each of the following skills areas: library use; resources; selection; research and communication; interpretation, comprehension, and evaluation; and life-skills. For grades 10-12 activity suggestions are made for selection, research and communication, and life-skills. Appendices comprise an annotated bibliography and two sample interdisciplinary teaching units: "Producing a Videotaped Presentation" (Sandra Fowler, James H. Bean School) and "Contemporary World Issues" (Doris V. Chapman, Deering High School). (THC)

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

PREFACE

The library skills working committee and its advisory members wish to thank MEMA for giving us the opportunity to work on this project for Maine media personnel and the teaching community. Maine is unique in its breadth of diversification and independence in personnel and library facilities. The committee had a hard time deciding how specific or how broad to make the skills suggestions. We also ran into the same problems with grade level decisions. Such lack of similarity among school districts is the reason we chose broader grade categories and more general skills suggestions than some of you will want. We found this listing could never be complete, nor will there be complete agreement on grade levels. Do not hesitate to take suggestions from the K-3 area for the secondary level and any of the other levels for the age group and skill level you are teaching. We would like you to adjust the suggestions to the abilities and levels of your students, your objectives, and your needs.

This document is not a mandatory list of skills for a library skills curriculum. Rather, we hope it will be a very adaptable, helpful tool for media personnel and teachers to use as suggestions when you are planning and instituting library skills curriculum changes in your schools. We hope this document will be as useful to teachers as librarians, that it will be used in a cooperative spirit to strengthen the library-classroom relationship. Our classroom teachers play a central part in assuring the success of library skills instruction. We need their help. Let us encourage them to be our working partners.

Sincerely,

Audrey Conant
Kam Flower
Dorothy Gregory
Betty Robinson
Julie Tallman, Chair

Advisors:

Hayden Atwood
Pam Bonney
Doris Chapman
Carolyn Coco
Sandra Fowler
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We would like to emphasize the team-teaching approach on the following suggestions in all four sections. The most successful instruction comes from cooperation and not putting library skills instruction in an isolated world of its own.

SKILLS	ACTIVITIES/OBJECTIVES
I. Library Use	
A. Recognize the library/media center & personnel	A. Teacher leads trips to the library/media center where children listen to stories which encourage familiarity and comfort with the surroundings.
B. Conduct/Responsibility	B. Student learns rules of conduct, courtesy toward other library users, & treatment of materials. He/she builds listening skills & participates as a library helper.
C. Library use procedures	C. Student learns how to check out & return materials, to recognize & report damage, and take overdue responsibility. Student is introduced to the card catalog, the computer, and other available media. If AV media is available, student develops basic user skills.
II. Resources	
Location & Identification of library materials	Teacher compares classroom resource organization with library organization, stressing placing objects & books into subject categories. Student is introduced to library's physical arrangement, including picture and easy books, and children's periodicals. Student learns definition of media as carriers of information and the different kinds available locally for his/her use.
III. Selection	
Critical selection skills	Student learns to choose materials by quality & reading level, studies authors' and illustrators' styles and interpretations, learns the elementary steps of creating a book by writing and binding his/her own book.

K--3

SKILLS	ACTIVITIES/OBJECTIVES
IV. Research & Communication Resources & research	Student learns basic capitalization, alphabetizing up through three letters, the parts of books he/she can use in class assignments, the difference between fiction & non-fiction, & the use of biographies. Students recognize guide words, author, title, & subject division of card catalog, material location symbols on catalog card, thumb indexes, picture dictionaries, fiction location by alphabetizing, & Dewey Decimal Classification. They can locate non-print materials in the library. Some primary grades might benefit from divided card catalogs to stress use of subject headings by younger students.
V. Interpretation, comprehension, & evaluation	
A. Interpretation & dramatization of literature	A. Student explores use of finger-puppets, story-telling, taping, nursery rhymes, songs, local folk-lore, self-directed activity books (book, puppet & cassette tape), and student-designed media.
B. Information formats & utilization	B. Student makes maps & charts, takes information and puts into another format.
VI. Life-skills	
Life-skills	Student learns joy of reading for fun & pleasure.

GRADES 4--6

Review and advance previous skills. Many of the previous listed skills will not have been introduced in the K--3 grades. Match your students' skills with your goals and do not hesitate to borrow from the K--3 or 7--9 grades. You will have advanced classes as well as regular and slower classes and, possibly, facilities which will allow only some of the skills development and not others.

I. Library Use

A. Equipment operation	A. If the equipment is available, student knows how to operate it, creates and uses software for it, & knows its options & potential applications.
B. Student responsibilities	B. Student uses library more independently, serves as library assistant & instructs peers, reads to primary children, creates & performs activities for younger children.
C. Card catalog skills	C. Student can identify various types of catalog cards, such as author, title, & subject cards. He/she is aware of simple filing rules, such as ignoring "a," "an," and "the." The student can use "see" & "see also" reference cards, descriptive information on catalog cards, subject card headings, and key word guide cards.

II. Resources

A. Awareness of community resources	A. Class utilizes public library, visits city hall & community gov't offices, adapts a SALT or FOX-FIRE approach to a class project, learns of human resources available in the community such as people with special expertise, & writes personal or class journal. Student compares types of libraries and purposes (if more than one library is locally available).

B.	Resource Use skills	B. Student uses & distinguishes diverse reference materials according to need such as dictionaries, encyclopedias, atlases, globes, maps, realia, reproductions, models, telephone books, newspapers, magazines, almanacs, vertical file.
C.	Types & collections	C. Student is introduced to anthologies, poetry collections, story collections, folklore collections, media kits, collective biographies, study prints, & series.

III. Selection skills

	Critical selection skills	Student evaluates material according to use, reading level, interest, need, style, & content.

IV. Research & communication

A.	Research skills	A. Student receives preliminary guidance in the ABRIDGED READER'S GUIDE, the CHILDREN'S MAGAZINE GUIDE (if available), the NATIONAL GEOGRAPHIC INDEX, also the card catalog with beginning instruction in the Dewey Decimal Classification system. Student participates in team research projects, learning to share ideas and work toward a cooperative completion utilizing library resources.
B.	Reporting skills	B. Student learns to take notes, organize ideas, narrow or limit topics, outline, paraphrase, storyboard, and draw conclusions from cause & effect relationships.
C.	Bibliographic skills	C. Student increases bibliographic skills, practices note-taking, looks up key words, uses index, appendix, glossary, table of contents, prepares documentation & bibliography, and completes an outline prior to writing first draft. He/she develops a

bibliography using all relevant media formats available.

V. Interpretation, comprehension, & evaluation

Evaluation techniques	Student distinguishes between fact & fiction, primary & secondary sources, editorials & straight reporting, validity & use of different types of sources, propaganda, bias, and opinion versus fact. Student applies these skills to television programming, written materials, computer and other AV content.

VI. Life-skills

Life-skills	Teacher introduces consumer & career information along with PENNY POWER MAGAZINE (if available). Consumer information could include crafts, cookery, and personal interest materials among others. Student learns to appreciate reading to increase personal interest knowledge.

Grades 7--9

Review and advance previous skills. Follow the continuity through this document according to the skills levels of your students rather than their particular grade level.

I. Library Use

Card catalog	Card catalog skills taught in K--6 levels should be reviewed to ensure independence.

II. Resources

Specialized resources	Student develops a working knowledge of CURRENT BIOGRAPHY, READER'S GUIDE, yearbooks, almanacs, indexes, specialized dictionaries & encyclopedias as available, periodicals, gazetteers, bibliographies, handbooks, newspaper indexes, & vertical file materials.

III. Selection

Uses specific criteria in choosing material	Student evaluates currency, authority & biases of materials.

IV. Research & Communication

A. Research skills	A. Student searches from computer databases, develops his/her own database if instruction is available, uses microforms, gains introductory awareness of location & use of gov't documents, special libraries, community/state/federal agencies, videotape loan libraries, interlibrary loan. Student designs and produces multi-media approaches to projects.
B. Study skills	B. Student can select appropriate research materials, skims, takes effective notes or writes abstracts, makes a complete bibliography, footnotes quotes and borrowed ideas, identifies unsubstantiated statements and generalizations, distinguishes author interpretations, makes accurate paraphrases, is able to avoid plagarizing, & develops

an outline for term paper.

C. Production skills C. Student can make more complicated multi-media productions depending on equipment available, using video cassettes, film, transparencies, computer software, cassette tapes, in addition to print media.

V. Interpretation, Comprehension, & Evaluation

Interpretation & Evaluation — Student interprets & evaluates forms & genres in all media such as documentaries, editorials, comedies, westerns, historical fiction, semi-documentaries, docu-dramas, etc., & compares examples within each category.

VI. Life-skills

Career materials — Student begins to develop & investigate serious career ideas.

Review and advance previous skills. Again, feel free to borrow from lower levels. Secondary personnel may find many students not having skill levels suggested in the prior pages of this document. Please treat this document as a continuum of skill-building and start your students where most appropriate.

Selection

Competency goals	Students can select and use materials and equipment keeping in focus the accuracy & purpose of various formats to achieve goals and objectives of personal needs and classroom assignments.

Research & Communication

A. Search strategies	A. Student learns to define & search more sophisticated topics. He/she distinguishes the "why" of using certain materials as well as "how."
B. Add to specialized resources	B. Student distinguishes difference in news coverage between national versus local newspapers, utilizes available information banks, uses specialized indexes such as poetry, short story, plays, and digests, searches through literature critical analysis materials. Where available, academic library materials can be researched.

Life-skills

Life-time skill building	Student incorporates the library as a life-time resource. College catalogs, vocational materials, resumé writing materials, consumer, & community information can be located and used.

APPENDIX

Sample Interdisciplinary Teaching Unit

Developed By

Sandra Fowler
James H. Bean School
Augusta, Maine 04330

PRODUCING A VIDEOTAPED PRESENTATION

(Note: This unit can fit almost anywhere in the curriculum with any subject matter. Suggested areas might include K--3: I.C. and II.; 4--6: I.A., IV. A., B. & C., and V; 7--9: IV. C. High school students can make good use of this unit also.)

I. INTRODUCTION

A. Selecting topic and purpose for this project

1. Topic can be the students' choice. The variables are space and time limitations and the students' ability.

B. Purpose of the project (James Bean School project was a series of skits on the proper use of the library to be used as a training film with the primary grades.)

C. Explaining scope of project: planning, writing scripts, filming each group's presentation.

D. Dividing class into groups of 3-4 for individual presentations. (Small groups seem to work better with beginners.)

II. PLANNING AND WRITING SCRIPTS FOR PRESENTATION

A. Groups decide on the length and main thrust of their presentations. (10-15 minutes seems to be the most manageable for novices.)

B. Begin writing scripts in library skills class; finish during spare classroom time. (Teachers can also use this as a writing assignment and correct for grammar, punctuation, and organization. This allows a little extra mileage to be gleaned from the assignment and would result in a better finished product.)

C. Discussion of necessary costumes, hand props and credits.

1. Make and/or borrow costumes and props.
2. Make signs for credits at beginning and end of presentation.

D. Rehearsal without camera and VCR.

1. Final reading and correction of scripts.
2. Run-through of each presentation for blocking and timing.

Fowler unit con't

III. FILMING THE PRESENTATIONS

A. Video taping instruction and practice.
   1. Setting up VCR and camera (either on tripod or hand-held.)
   2. Practice making use of light sources in the room, using zoom lens, and centering.
   3. Complete run-through with costumes and hand props, videotaping the presentation as a trial run.
   4. Play back tape as many times as necessary to spot "bugs" and poor camera techniques. May need another run-through and another trial filming to smooth out rough areas.

B. Final filming of presentation. All filming done by students, who take turns operating the camera.

SUMMING UP AND EVALUATING

I. SKILLS STRESSED

A. Writing dialogue
B. Operating a VCR and camera to produce a videotaped presentation.

II. GRADE LEVEL - Grades 5 and 6 (not limited to these grades)

III. OBJECTIVES

A. Learn to write and present dialogue or skit.
B. Learn to operate a VCR with a camera to produce a videotape.

IV. TEACHING METHOD

A. Discussion and planning mainly student directed, monitored at each stage by teacher.
B. Predominantly hands-on learning of filming techniques.

V. MATERIALS NEEDED

A. VCR (portapack easier to use for filming purposes.)
B. Camera with tripod.

VI. PROJECT OUTCOME - Original filmed presentation of about 15-30 minutes.

VII. METHOD OF EVALUATION - Chiefly evaluated by students and teacher based on viewing of video tape.

(edited by Betty Robinson)

APPENDIX

Sample Interdisciplinary Teaching Unit

Doris V. Chapman
Deering High School

Grade 10
Contemporary World Issues

This course was offered by the social studies department at Deering High School. A large portion of class time was spent in the library with team teaching by the social studies teachers and the librarian.

The goals of the course were:
To examine four world trouble spots, and
To familiarize students with the geography, social and economic conditions, leadership, political situation, religion, specific problems of the area, and how these problems are inter-related

The specific objectives were:
To review and reinforce library skills
To strengthen reference skills
To introduce new skills and resources
To provide oportunities for students to apply skills immediately

Skills stressed were:

Research: Effective use of the card catalog, use of tracings for cross references
Index use e.g., Readers' Guide to Periodical Literature, etc.
Reference collection use i.e., study guides, encyclopedias, selected works (Facts on File, Editorials on File, Editorial Research Reports, GPO Area Handbooks, etc.)

Evaluation: Evaluating sources, authority, timeliness, relevance
Use of introductory/explanatory material in reference sources

Reporting: Note taking, card making
Outlining, organizing
Use of cards to write the first draft
Appropriate use of quotations, paraphrasing, summaries, etc.

Bibliogaphic: Bibliographic teachniques, making correct citations from models
Producing finished bibliographies

Materials needed/used:
Deering High School Library Handbook
Study materials
Overhead transparencies (produced in-house)
Videotape equipment

Teaching method:

Lecture to present sources (Lectures were videotaped for absent students, and for review purposes)
Hands-on experience with all sources
Lectures by outside experts, i.e., local

Assignment/Project:

Written and oral reports were due after the students had completed the information search. Each student presented an in depth report on one resource, pointing out its specific use, organization, special directions for use, etc.

Evaluation

Observations were made on how well the students used the resources and their papers analyzed for content, organization, documentation.

Summarized from an original document submitted by:

Doris V. Chapman, Librarian
Deering High School

APPENDIX

ANNOTATED BIBLIOGRAPHY OF MATERIALS TO HELP ADAPT GUIDELINES:

CURRICULUM GUIDES:

Media Services, Calgary, Alberta, Canada. RESEARCH SKILLS: A SCOPE AND SEQUENCE CHART OF LIBRARY AND INFORMATION SKILLS. Calgary Board of Education, Calgary, Alberta. Undated.

144 clear objectives in the categories of orientation, organization of resources, selection of resources, utilization of resources, comprehension and study skills, and production. K--12.

Wisconsin School Library Media Association. THE WISCONSIN LIBRARY MEDIA SKILLS GUIDE. 201 W. Mifflin St., Madison, WI. 53703. 1979.

An exhaustive grade by grade, K--12 coverage. Each topic ("Literary forms," "Reference materials," "Visual production techniques," etc.) is expanded into behavioral objectives, activities, resources for activities, and evaluation. Suggestions are broad and include applicable curriculum areas.

MAGAZINES:

G/C/T GIFTED, CREATIVE, TALENTED MAGAZINE -- occasional media center activities but more oriented to ideas for incorporating higher thinking and research skills into curriculum activities. Not a consistent source for library skills material but is a constant reminder and encouragement to incorporate higher level thinking and research climate & content in the media center.

BOOKS:

Bauer, Caroline Feller. THIS WAY TO BOOKS. N.Y., H.W. Wilson, 1983.

K--4. Ideas and activities to create enthusiasm in the media center. Entensive concrete examples with bibliographies, encourages adaptation to your own library.

Trelease, James. THE READ-ALOUD HANDBOOK. Penguin, 1982.

Aids and techniques for effective reading aloud. Gives 900 annotated titles (K--8), each followed by a list of several related books. Painless help for teachers, MUST tool for librarians, instant reading incentive for students. Try using in conjunction with Bauer's book.

Draze, Dianne. ASKING QUESTIONS, FINDING ANSWERS. San Luis Obispo, CA. (P.O. Box 190, zip 93406), Dandy Lion Publications, 1979.

Augusta school system uses this for its gifted and talented program. Includes games, interviewing, etc. Meshes library skills with research skills.

ANNOTATED BIBLIOGRAPHY CON'T:

Davies, Ruth Ann. THE SCHOOL LIBRARY MEDIA PROGRAM: INSTRUCTIONAL FORCE FOR EXCELLENCE. 3rd edition. N.Y., R.R. Bowker, 1979.

Guidelines and activities for building sequential skills at a particular level. Activities are designed for use with a class-size group of children at approximately the same level. Includes interdisciplinary instruction of media skills.

Kuhltav, Carol Collier. SCHOOL LIBRARIAN'S GRADE-BY-GRADE ACTIVITIES PROGRAM; A COMPLETE SEQUENTIAL SKILLS PLAN FOR GRADES K-8. W.Nyack, N.Y., Center for Applied Research in Education, 1981.

Gives a reproducible checklist of skills at each level coordinated with ready-to-use activities for teaching. Activities are presented in the following format: explanation, time needed, materials needed, activity directions, follow-up, and variations. Great source of ideas on K-8 level.